

## ACCESSIBILITY POLICY & PLAN

### Document Control

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| Owner:         | Head           |
| Oversite       | Governors      |
| Creation Date: | April 2023     |
| Last Revision: | September 2026 |
| Review Date:   | September 2027 |
| Version:       | 1.0            |

## Accessibility Plan 2026 – 2029

### Ethos and aims

London Park School Clapham ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the School. The School is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

### Legislation and guidance

**The School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.** The Equality Act 2010 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. The School's Learning Enrichment Policy (SEN and EAL) sets out the School's policy on reasonable adjustments.

The School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The School has regard to the need to allocate adequate resources for the implementation of this Policy.

The policy also has regard for the following statutory and non-statutory guidance:

- DHSC (2015, updated September 2024) Special Educational Needs and Disability Code of Practice: 0-25 years
- DfE (2015) updated 16 August 2017 'Supporting students at school with medical conditions'
- DfE Working Together to Safeguard Children. Statutory guidance updated December 2023.

### Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Learning Enrichment Policy outlines the School's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the School will manage this aspect of the SEND provision.

The School's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum. This includes teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes entry into the school.
- improve the School's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the School will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

The School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see our Safeguarding and Child Protection and our Equality Opportunities Policies.

The plan will be made available online on the school website, and paper copies are available on demand if requested.

### **How the plan is constructed**

The SLT, with the help of the SENCo, Head of Operations and Admission, construct the plan every three years and meet:

1. to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled
2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEND policy
4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

The School's disability policy review committee have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions

- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has also conducted an audit of our provision for pupils with special educational needs and/or disabilities. Views of the pupils are sought and considered. We have used the results to ascertain understanding in the school community of disability and accessibility, priorities for our pupils with SEN.

The School has consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of pupils with disabilities are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

The results of the audit have informed our school accessibility plan for 2026-2029. The plan and targets have been widely circulated to all teaching and support staff, pupils and parents and is available upon request.

### **How the plan is reviewed and monitored**

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

### **Queries and complaints**

Any queries in relation to the Accessibility Plan should be directed to Fiona McAllister via [f.mcallister@londonparkschools.com](mailto:f.mcallister@londonparkschools.com). The School's Complaints Procedure covers the Accessibility Plan and will apply where concerns cannot be resolved informally.

### **Other relevant policies**

The Accessibility Plan should be read in conjunction with the following school policies:

- Learning Enrichment Policy (SEN & EAL)
- Admissions Policy
- Behaviour Management Policy
- Health and Safety Policy
- Curriculum Policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy

## Improving access to the physical environment

|             | Targets                                                                                                                                                | Action and Resource Required                                                                                                       | Timescale  | Responsibility     | Evidence of Implementation |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------|----------------------------|
| Short Term  | Review furniture in a learning environment e.g. use of standing desks and other items                                                                  | Conduct a survey to identify needs.<br><br>Budget to be identified and ratified by governors.                                      | April 27   | Head of Operations |                            |
| Medium Term | Develop play ground to enable play for children with sensory needs. Could include: extra seating, quiet spaces in addition to what is already provided | Conduct a survey with students to identify needs.<br><br>Budget to be identified and ratified by governors.                        | April 2028 | SLT                |                            |
| Long Term   | Review lighting, acoustics and temperature particularly classrooms closer to the road.                                                                 | Lighting and acoustics companies to be engaged to conduct a survey.<br><br>Air-conditioning to costed and CAPEX to be applied for. | April 2029 | Head of Operations |                            |

Improving access to the curriculum

|             | Targets                                                                                                                                                                                                       | Action and Resource Required                                                                                                                | Timescale         | Responsibility                   | Evidence of Impact / Outcomes |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------|-------------------------------|
| Short Term  | Ensure all new students have Learning Profiles and IHPs.                                                                                                                                                      | Review previous plans and meetings with children.                                                                                           | Oct 26            | SENCO                            |                               |
|             | Identify further support for SEN students e.g. dyslexia specialist resources                                                                                                                                  | Review of current support. Making use of Dukes network of SENCOs and attending Dukes training.                                              | Sept 26           | SENCO                            |                               |
| Medium Term | Implement the Dukes Teaching and Learning Framework to improve our teachers' skill set in inclusive education, including adaptations in the classroom, pastoral care systems and co-curricular opportunities, | Redevelop the appraisal system, inclusion the training and development programme.                                                           | Sept 26 – July 28 | SENCO                            |                               |
|             | To provide further training to TAs in supporting students with numeracy and literacy.                                                                                                                         | Training of Teaching Assistants in relevant SEND, technologies and support strategies. Cost to be agreed with Deputy Head (from CPD budget) | Sept 28           | SLT/ SENCO                       |                               |
|             | Identifying where more school trips and events can be made accessible for students with sensory and social and emotional needs                                                                                | Working with external providers to make adaptations. Any costs to be calculated and agreed with Head of Finance.                            | Sept 28           | SENCO                            |                               |
| Long Term   | Fully integrated Key Stage 3 Curriculum                                                                                                                                                                       | Working party to be established to                                                                                                          | Sept 29           | Deputy Head/ Heads of Department |                               |

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|  |  | create Long term plans.<br>Teachers to create SoW.<br>Resources to be created. |  |  |  |
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### Improving access to information

|             | Targets                                                                                                 | Action and Resource Required                                                                                                                                                                                                      | Timescale | Responsibility     | Evidence of Impact / Outcomes |
|-------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------|-------------------------------|
| Short Term  | Continue Improve resource accessibility                                                                 | Use of coloured overlay and sensory resources for some children<br><br>Use pastel backgrounds and different coloured text on the IWBs, in PowerPoints, and OneNote.<br>Use of dyslexia friendly fonts.<br>Guidance to be created. | Sept 27   | SENCO              |                               |
| Medium Term | Review and improve website and communications (My School Portal) for greater accessibility for parents. | Use of Website company to advise suitable changes.                                                                                                                                                                                | Sept 28   | Head of Marketing. |                               |
| Long Term   | Improve adaptive technology use to encourage independence and self-advocacy.                            | Review current use. Research new and emerging technologies by attending BETT. Identify budget needs.                                                                                                                              | Sept 29   | SENCO              |                               |